DOCUMENT RESUME

ED 224 509 JC 820 545

AUTHOR Glenn, Hugh W.
TITLE A Study of the Functions Performed by Coordinators in the Saddleback Community College District.
INSTITUTION Saddleback Community Coll., Mission Viejo, Calif.
PUB DATE [82]
NOTE 13p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS *Ancillary School Services; *College Faculty; *College Instruction; Community Colleges; *Coordinators; *Noninstructional Responsibility; Teacher Motivation; Two Year Colleges

ABSTRACT

In light of an increased need for assistance in supporting various aspects of the Saddleback Community College District's instructional programs and ancillary services, a study was conducted to obtain quantitative information concerning the functions performed by coordinators of programs and services at Saddleback College's two campuses. The study sought to determine which instructional or ancillary units were supported by coordinators; the personnel who carried out the work of coordinator and their functions; and the amount of time spent performing these functions. Interviews with 45 of the district's 46 coordinators revealed: (1) 40% of the respondents coordinated instructional programs, 31% a sequence of classes within a division, 13% ancillary services, 9% a program and facility, and 7% the activities occurring within a facility; (2) 93% of the coordinators were full-time instructors and most were motivated by concern or interest; (3) 27% had served for 3 or more years as coordinator and 40% for 6 months or less; (4) 96% performed the function of developing or determining the direction of the instructional/service unit, 87% served on screening and selection committees, and 84% scheduled classes; (5) the most time-consuming functions were assisting in scheduling and staffing classes, assisting in budgeting, and developing a cadre of part-time instructors; and (6) 77% of the coordinators at Main Campus and 45% at North Campus spent 11 or more hours a week performing coordination functions. (HB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
H. W. Glenn
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☒ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

ED224509

A Study of the Functions Performed by Coordinators in the Saddleback Community College District

Hugh W. Glenn

As the student population has increased in the Saddleback Community College District, Orange County, California, so has the need increased for assistance in supporting various aspects of the District's instructional programs and ancillary services at each of its two campus (Main Campus, Mission Viejo; North Campus, Irvine). Thus the number of coordinators, in most cases full-time District instructors compensated for performing additionally assigned functions, has increased. With the opening of North Campus--and the subsequent addition of eleven coordinator positions--approximately 20 percent of the District's full-time instructors serve as coordinators. Yet despite the assistance and support provided by thirty-five coordinators at Main Campus and eleven coordinators at North Campus, continuing requests have been made for approving additional coordinator positions.

In the absence of quantitative information concerning the functions performed by coordinators, this study was initiated to determine the answers to the following questions:

1. What instructional or ancillary units do the functions performed by coordinators support?
2. Who performs the coordinator function?
3. What functions do coordinators perform?

VC 820 545

4. How many hours per week do coordinators spend performing coordinator functions?

During the first half of the Spring 1981 semester, the researcher constructed a survey instrument and then interviewed forty-five of the District's forty-six coordinators. Each interview lasted approximately one hour, wherein responses to each of the items on the survey instrument were elicited.

What Instructional or Ancillary Units Are Supported by the Functions Performed by Coordinators?

Five coordinator types were identified. It was found that eighteen coordinators (40%) coordinated instructional programs (A.A. or certificate); fourteen (31%) coordinated a sequence or collection of classes found within a division (writing, foreign languages); six (13%) coordinated ancillary services (career planning, work experience); four (9%) coordinated a program and a facility (automotive technology, automotive shop); and three (7%) coordinated the activities that occurred within a facility (library).

Who Performs the Coordinator Function?

Forty-two of the forty-five coordinators (93%) were full-time instructors, who in addition to teaching the equivalent of fifteen units each semester, also performed vital instructional or ancillary functions. Most coordinators served in this role because of their interest or concern for what they coordinated. Twenty-three coordinators (51%) responded "interest" or "program concern" when asked: "Why have you chosen to serve as a coordinator?" Six (13%) stated they had been asked to "take the position"; and seven (16%) reported they accepted the positions and the additional compensation because

if they didn't, they would still need to perform selected functions without receiving any additional compensation.

Eighteen coordinators (40%) had served as coordinators for six months or less, though eleven of the eighteen were North Campus coordinators, whose positions were created as a result of the new campus' rapidly increasing student population. Twelve (27%) had served for three years or more as coordinators (see Table 1).

Table 1

Number of Years Served as Coordinator[a]

	Less Than 1	1 to 2.9	3 to 4.9	More than 5
Main Campus Coordinators	10 (29)	12 (35)	9 (26)	3 (9)
North Campus Coordinators	8 (73)	3 (27)		
Total District	18 (40)	15 (33)	9 (20)	3 (7)

[a]Numbers in parentheses indicate percentages for Main Campus, North Campus, and Total District (e.g., 12 coordinators or 35 percent of Main Campus coordinators reported having served from 1 to 2.9 years as a coordinator.)

Twenty-five coordinators (56%) said that each semester they taught a basic load (15 units), coordinated, and usually taught one, two, or three overload classes. (Each overload class was equivalent to a three-unit class.) Six (14%) stated that each semester they taught a basic load, coordinated, and

usually taught two overload classes. And seven (16%) said that each semester they taught a basic load, coordinated, and usually taught at least three overload classes (see Table 2).

Table 2

Number of Units Taught by Coordinators[ab]

	15	18	21	24+
Main Campus Coordinators	13 (39)	11 (33)	4 (12)	5 (15)
North Campus Coordinators	6 (55)	1 (9)	2 (18)	2 (18)
Total District	19 (43)	12 (27)	6 (14)	7 (16)

[a]Numbers in parentheses indicate percentages for Main Campus, North Campus, and Total District (e.g., 11 or 33 percent of Main Campus coordinators reported teaching the equivalent of one, three-unit overload class each semester in addition to teaching a basic load and coordinating).

[b]One coordinator who was not a full-time instructor and whose teaching load was not more than two units in any semester was excluded.

What Functions Do Coordinators Perform?

Coordinators reported performing a variety of instructional and ancillary functions in their support of programs, facilities, sequences or collections of classes, and ancillary services (see Table 3). The most time-consuming function coordinators reported performing was assisting in the scheduling and staffing of classes. Thirty-eight coordinators (84%) said they performed this

Table 3

Coordinator Responses to Selected Survey Items[a]

Functions Performed	Main Campus (n=34)	North Campus (n=11)	Total District (n=45)
Scheduling classes	29 (85)	8 (73)	38 (84)
Serving on screening and selecting committees	29 (85)	10 (91)	39 (87)
Assisting in making instructor assignments	27 (79)	9 (82)	36 (80)
Evaluating part-time instructors	6 (18)	0 (0)	6 (13)
Observing the teaching of part-time instructors	16 (47)	0 (0)	16 (36)
Orienting new instructors	25 (74)	10 (91)	35 (78)
Meeting with part-time instructors	7 (21)	3 (27)	10 (22)
Meeting with full-time instructors	15 (44)	2 (18)	17 (38)
Involving instructors in professional development	20 (59)	5 (45)	25 (56)
Assisting in the budgetary process	29 (85)	3 (27)	32 (71)
Developing or determining the direction of the instructional unit coordinated	34 (100)	9 (82)	43 (96)
Keeping abreast of career opportunities and job requirements; sharing information with colleagues	26 (76)	7 (64)	33 (73)
Keeping abreast of curricular development at other institutions	26 (76)	7 (64)	35 (78)

Coordinator Responses to Selected Survey Items (continued)

Functions Performed	Main Campus (n=34)	North Campus (n=11)	Total District (n=45)
Keeping abreast of books, journals, equipment	31 (91)	8 (73)	39 (87)
Developing offerings in occupational, transfer, or general education classes	28 (82)	6 (55)	34 (76)
Developing new classes and curricula; revising and deleting outdated classes	30 (88)	5 (45)	35 (78)
Participating with advisory committees; recruiting members; involving members in recommending class content	17 (50)	4 (36)	21 (47)
Completing secretarial or clerical functions	25 (74)	11 (100)	36 (80)
Conducting studies or gathering data	18 (53)	1 (9)	19 (42)
Writing grant proposals	14 (41)	3 (27)	17 (38)
Writing other reports	13 (38)	3 (27)	16 (36)
Writing annual reports	2 (6)	1 (9)	3 (7)
Fulfilling a counseling role	24 (71)	4 (36)	28 (62)
Serving as a liaison with counseling division	21 (61)	5 (45)	26 (58)
Securing test scores and other information from counseling division	2 (6)	0 (0)	2 (4)
Assisting in the registration process	10 (29)	4 (36)	14 (31)
Serving as a liaison with library/media services	26 (76)	5 (45)	31 (69)

Coordinator Responses to Selected Survey Items (continued)

Functions Performed	Main Campus (n=34)	North Campus (n=11)	Total District (n=45)
Recommending the purchase of books instructional materials, or equipment	27 (79)	7 (64)	34 (76)
Having equipment responsibilities	15 (44)	0 (0)	15 (33)
Maintaining an inventory of equipment	15 (44)	0 (0)	15 (33)
Providing equipment security	13 (38)	1 (9)	14 (31)
Informing faculty of safety and emergency procedures	7 (21)	2 (18)	9 (20)
Developing and documenting safety regulations and procedures	7 (21)	1 (9)	8 (18)

[a]Numbers in parentheses indicate percentages for Main Campus, North Campus, and Total District (e.g., 29 or 85 percent of Main Campus coordinators reported scheduling classes).

function. And since many of the District's classes are taught by part-time instructors, many coordinators stated they played an active role in identifying and interviewing potential part-time instructors, especially in specialty areas where the number of qualified instructors available is limited (solar technology, foreign languages). Twelve (27%) stated they played a role in advertising for part-time instructors and in contacting qualified applicants. Thirty-nine coordinators (87%) stated they served on screening and selection committees in order to establish a cadre of part-time instructors.

Thirty-six coordinators (80%) reported they made recommendations to division directors concerning the employment of part-time instructors. And although

only six (13%) said they evaluated part-time faculty, sixteen (36%) disclosed they observed the teaching performance of part-time instructors to judge their effectiveness. Only ten coordinators (22%) stated they met regularly with part-time instructors, though ten coordinators (22%) voluntarily remarked they kept in close contact with part-time instructors, usually by telephone or by talking with them when part-time instructors were on campus. Seventeen (38%) said they met with full-time instructors on a regular basis. Twenty-five coordinators (56%) commented they were involved with the professional development of part-time instructors, though their involvement usually occurred within informal contexts (ad hoc small group meetings.)

The second most time-consuming function coordinators reported performing was assisting their superior, usually a division director, in the budgetary process. Thirty-two coordinators (71%) said they performed this function. However, this number and percentage is somewhat misleading because thirty-two of the thirty-four Main Campus coordinators (94%) stated they assisted in the budgetary process. Only three North Campus coordinators (27%) reported having any budgetary responsibilities.

Forty-three coordinators (96%) indicated they assisted in the development or determined the direction of the instructional unit they coordinated. Thirty-three (73%) stated they kept abreast of changes in career opportunities for students and shared this information with their colleagues; thirty-five (78%) indicated an awareness of curricular development at other institutions, and thirty-four (76%) reported they had some responsibility in developing occupational, transfer, or general education curricula. Thirty-five (78%) stated they played a role in developing new courses and curricula as well as revising and deleting outdated classes. Twenty-one coordinators (47%) reported actively participating with at least one advisory committee, a function that

usually involved recruiting committee members, developing field contacts, and involving committee members in making course content recommendations.

Forty-two coordinators (93%) said they did not have a secretary; however, three (7%) stated they had a secretary or had the exclusive services of a secretary. Six (13%) indicated they had secretarial support for at least nineteen hours per week. (No North Campus coordinator reported having any assigned secretarial support.) During their interview 12 coordinators (27%) voluntarily expressed the need for a part-time secretary or clerical assistance of some type.

With the exception of writing reports relating to their function in assisting with scheduling classes and budgeting, coordinators stated they did not conduct formal studies relating to the functions they performed; however, nineteen coordinators (42%) said they collected data from time to time, data usually concerning information related to such topics as the number of students enrolled in a particular class, the rate of student attrition in selected classes, or the types of classes that were offered that generated sufficient enrollments. Seventeen coordinators (38%) reported they had written or had assisted in writing at least one grant proposal; sixteen (36%) said they occasionally wrote reports, usually for division directors. Only three (7%) indicated they prepared an annual report regarding the instructional activities or programs they coordinated.

An important function fourteen coordinators (31%) said they performed was trouble-shooting. In their role as a trouble-shooter, facilitator, mediator, and problem-solver, coordinators reported performing such tasks as dealing with drunk students, adjusting classroom climatic conditions, solving facility contractual problems, handling student complaints, and solving instructor payroll problems.

Fifteen coordinators (33%) voluntarily remarked that their role as a liaison with the community was an important function they performed. For example, many coordinators mentioned they identified employer personnel needs, assisted in placing students in jobs, arranged on-the-job observational experiences for students, attended meetings within the community with representatives from industry, and contacted community business leaders to determine the need for the District to institute or revitalize vocational programs.

Since most coordinators are intregal parts of the District's instructional programs, it was not surprising that twenty-eight coordinators (62%) reported they performed a counseling function. Students request information from coordinators concerning many things: what courses to take, what courses to take first, what courses are transfer courses, what program to pursue, whether or not particular courses will assist in getting a job, and what specialties are in the greatest demand by business and industry.

Twenty-six coordinators (58%) stated they served as a liaison between the full- and part-time instructors and the counseling division, a function that included keeping counselors informed of any changes in course offerings, prerequisites, and the major requirements of transfer students. Fourteen coordinators (31%) commented they assisted in the registration process, though only two (4%) said they received any student test score data or other relevant student information from the counseling division, data and information that could be valuable when responding to student matriculation concerns.

Thirty-one coordinators (69%) indicated they served as a liaison between the full- and part-time instructors and the library-media services. In performing this function thirty-four (76%) said they recommended the purchase of books, instructional materials, or audio-visual equipment and software.

Fifteen coordinators (33%) reported they had equipment responsibilities and played active roles in the purchase of equipment or supplies. Six (13%) voluntarily commented they were also responsible for equipment maintenance, repair, or replacement. Fifteen (33%) stated they were charged with maintaining equipment inventories; and fourteen (31%) said they were responsible for equipment security.

How Many Hours Per Week Do Coordinators Spend Performing Coordinator Functions?

When the coordinators were asked how many hours per week were required to fulfill their coordinating functions, marked differences were recorded in the responses of Main Campus and North Campus coordinators. Twenty-six of the

Table 4

Number of Hours Per Week Spent Coordinating[a]

	1 to 5	6 to 10	11 to 15	16 to 20	21 to 25	26+
Main Campus Coordinators	1 (3)	7 (21)	8 (24)	10 (29)	3 (9)	5 (15)
North Campus Coordinators	1 (9)	5 (45)	3 (27)	1 (9)	1 (9)	
Total District	2 (4)	12 (27)	11 (24)	11 (24)	4 (9)	5 (11)

[a]Numbers in parentheses indicate percentages for Main Campus, North Campus, and Total District (e.g., 8 coordinators or 24 percent of Main Campus coordinators reported spending from 11 to 15 hours per week performing their coordinating functions).

thirty-four Main Campus coordinators (76%) said they spent eleven or more hours per week performing their coordinating functions. On the other hand, six of the eleven North Campus coordinators (55%) responded they spent ten or fewer hours per week performing their coordinating functions (see Table 4).

Summary

Coordinators in the Saddleback Community College District performed functions that related to instructional programs, sequences or collections of classes within divisions, ancillary services, programs and facilities, or facilities. Nearly all coordinators were full-time instructors, who in addition to teaching the equivalent of fifteen units each semester, performed generic and specific instructional functions or coordinated ancillary services.

Overall, coordinators reported that assisting in the scheduling and staffing of classes, developing a cadre of part-time instructors, and assisting in the budgetary process were the most time-consuming functions they performed.

In performing their coordinating functions, most Main Campus coordinators reported spending eleven or more hours per week; most North Campus coordinators reported spending ten or fewer hours per week.

ERIC Clearinghouse for Junior Colleges
96 Powell Library Building
University of California
Los Angeles, California 90024

JAN 28 1983